DOCUMENT RESUME

ED 184 000 CG 014 227

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TITLE Making Change Happen: Learning a Systematic Model for Change. Module 51.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Mar 79
NOTE 106p.; For related document see CG 014 228
AVAILABLE FROM National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Attitude Change; Behavior Change; *Change Agents; *Change Strategies; Counselor Role; *Decision Making; Elementary Secondary Education; Experiential Learning; Guidance Personnel; *Interpersonal Competence; Models; *Self Evaluation (Individuals); *Skill Development

ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed specifically for school career guidance personnel. The goal of this module is to introduce participants to a model that deals with the process of change, to help them experience steps in the change model, and to empower them with the feeling that they can become effective change agents. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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Making Change Happen: Learning a Systematic Model for Change

MODULE 51

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 014227

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Center for Personal Empowerment
Ann Arbor, Michigan

March 1979

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support from the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963.

ISBN 0-89785-648-1

Typed by Pat Wisner

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

TABLE OF CONTENTS

	Page
INTRODUCTORY ACTIVITIES	
Module Goal, Objectives, and Outline	2
Glossary	5
Where Are You Coming From?	6
Introductory Activity 1: My Attitudes Toward Change and My Role as Change Agent	7
Introduction	8
Behaviors Critical to the Change Process	10
Introductory Activity 2: Identifying Critical Change Behaviors	11
EXPERIENCING A 7-STEP MODEL FOR CHANGE AGENTRY	
A Model for Change	13
Step I. Establishing the Need, with Activity	16
Step II. Building Interactive Relationships, with Activity	21
Step III. Assessing, with Activity	26
Step IV. Generating Options, with Activity	32
Step V. Deciding, with Activity	36
Step VI. Facilitating Adoption, with Activity	42
Step VII. Refining and Renewing	52
SUMMARY	54
BIBLIOGRAPHY	55
COORDINATOR'S GUIDE	57

Introductory Activities

MODULE GOAL

The goal of this module is to introduce individuals to a model that deals with the process of change, to help them experience the steps in the change model, and to empower them with the feeling that they can become effective change agents.

The module can be used with students in preservice education programs; with professionals engaged in helping services; with administrators and supervisors in almost any field; and with teachers, paraprofessionals, and other staff in educational institutions. Although the principles can be applied to effecting change in any setting--school, factory, office, agency--the module was designed specifically for school career guidance personnel.

*MODULE OBJECTIVES**

When you have successfully completed this module, you will be able to:

1. Express more positive attitudes toward the process of change and your role as change agent.

2. Identify behaviors that promote/facilitate change.

3. Apply six of the seven steps in this model of change agentry to a simulated situation.

*The criteria for attainment of the objectives are set forth in the Coordinator's Guide.

MODULE OUTLINE

Approximate Time	*Activity*	*Objective*
30 min.	Overview of module, activity to assess current personal attitudes toward change, introductory text.	1
15 min.	Text and activity to identify successful change agent behaviors.	2
4-3/4 hrs.	Text on 7-step model for change agentry. Skill and/or knowledge activities for application of 6 of the 7 steps in a simulation.	3
15 min.	Wind-down and preparation for Module 2.	1

GLOSSARY

Change: Any significant alteration in the present situation, usually intended to benefit the people involved.

Innovation: Any change which represents something new to the situation, usually intended to benefit the people involved.

Change Agent: A person who facilitates planned change.

Change Process: How change or innovation comes about.

Client System: A group, organization, or community which the change agent chooses to serve.

Note: In the module we use *change* and *innovation* interchangeably, although the former term implies a modification in present practices or programs and the latter term refers to a program or practice totally new to the client system.

WHERE ARE YOU COMING FROM?

If you ask a person for directions to somewhere, the first response will probably be a question: "Where are you?" or "Where are you coming from?" The starting point is critical to understanding how far one has to go and what is the best route to take. So it is in any learning situation: There is need to clarify at the outset one's present level of knowledge as well as one's current attitudes toward whatever it is one is preparing to learn about. Only by knowing where you have come from will you be able to determine how far you have gone at the conclusion of the experience.

Change is a complex process that arouses a host of emotions. Some of us are turned on by new ideas, new methods, changes in routine; others of us put on the brakes, feel threatened, or get angry if our accustomed role or activities are challenged. And most of us have never taken the time to examine our own ideas about the dynamics of change and how it occurs.

To help you clarify your present thoughts and attitudes about change and your role in it, we have prepared a brief self-assessment inventory. There are no wrong answers. The inventory is simply a way for you to see "where you are coming from." Your coordinator will give you instructions for the activity.

Name _____

INTRODUCTORY ACTIVITY 1: MY ATTITUDES TOWARD CHANGE

AND MY ROLE AS CHANGE AGENT

Read each statement and decide whether you Strongly Agree (SA), Agree (A), feel Neutral (N), Disagree (D), or Strongly Disagree (SD). Circle the letter which represents your choice. Your first impression or feeling is the preferred response.

1. I feel that there is little anyone can do to help others recognize the need for change.	SA	A	N	D	SD
2. I feel that unless a person holds an administrative position, it is unlikely that she/he can do much to change the program of which she/he is a member.	SA	A	N	D	SD
3. I feel that I understand the process of change.	SA	A	N	D	SD
4. I feel confident that I can help others to bring about change.	SA	A	N	D	SD
5. I feel that including people from diverse groups in a project has great potential for helping it to be successful.	SA	A	N	D	SD
6. I believe that anyone can take leadership in trying to effect change in a system.	SA	A	N	D	SD
7. If I want to make change happen, I feel that it is important to concentrate my efforts mainly on persons with formal authority.	SA	A	N	D	SD
8. Before I meet with my change team, I feel it is wise to have my plan for change well worked out.	SA	A	N	D	SD

INTRODUCTION

Most of us have experienced the feeling of powerlessness--the feeling that we are unable to do anything about something that is happening to us. We may fantasize what it would be like to dictate change, to be in charge and in control of what happens. We may aspire to a position in which the power to make change is implicit. Such thinking leads us sometimes to say, "If only I were the boss..."

"If only" thinking is self-defeating. The power to make change happen resides in people, not positions. Anyone can be a force for change. Anyone can be responsible for making changes in the environment.

To be a force for change requires three conditions.

First, individuals must possess positive attitudes toward themselves as doers, as makers of change. They must believe that by their efforts they can promote change regardless of their position. An individual's mental cue becomes "How can I..." instead of "If only..."

Second, individuals must possess knowledge of the process of change. How do changes take place in a system? What are the characteristics of effective change agent relationships? What change strategies are associated with what outcomes? Knowledge of these concepts can greatly increase understanding of how individuals can intervene in a situation to promote change.

Third, individuals must be skilled in change agentry. Knowing what steps to take at a given moment and undertaking each step skillfully is what is important. There is a difference between just doing something and doing something right. The skillful change agent does things right!

This module is designed to help you acquire the attitudes, knowledge, and skills you need to become a change agent. Thus empowered, you will be optimistic about what you can do to facilitate change, less constrained by barriers and difficulties, and inspired with a feeling of ownership and responsibility for underwriting needed change efforts.

Have you been instrumental in making change happen? Have you observed others who have effectively introduced an innovation into existing patterns of functioning? People rarely become change agents by deliberate strategy. Rather, they do so because they feel deeply about an issue--either injured or exploited or ignored, or strongly in favor of a "cause." Change is accomplished by people, with people, for other people, and some individuals seem born with the talent for helping others in a system to make changes that will be beneficial to the members of the system. Whatever your level of sophistication, however, you can learn the skills of change agentry. And whatever your position in the educational hierarchy, you can be a force for change and responsible for making change occur.

Anyone can become a change agent

Human relationships are vital in the process of change, and certain behaviors are critical to the success of the change effort. At this point you are going to have a chance to identify some behaviors that promote and/or facilitate change. Your facilitator will give you instructions for the activity.

Team No. _____ Name _____

INTRODUCTORY ACTIVITY 2: IDENTIFYING CRITICAL CHANGE BEHAVIORS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Experiencing A 7-Step Model for Change Agentry

A MODEL FOR CHANGE

Research is extensive on how individuals adopt innovations--a process ranging from awareness to integration (see p. 42 for more detailed explanation). While important insights from the behavior of individuals can undoubtedly be applied to organizations, accomplishing change in an organization is far more complex and requires a rational, highly systematic approach.

We call that approach a model, and in this workshop you will experience the different steps of one model which we believe can be a useful guide if you want to be an innovator in your organizational setting. The various stages of the model are functions within the change process which you as change agent should be aware of and give attention to. They are basically sequential, although overlap will and does occur. The time required for each stage will differ, depending upon factors unique to your situation such as the readiness of the members of your organization for change, the resources available, and the level of support for the change effort.

A systematic approach to change

The following are the steps in the model:

I. Establishing the Need

II. Building Interactive Relationships

III. Assessing

IV. Generating Options

V. Deciding

VI. Facilitating Adoption

VII. Refining and Renewing

To help you experience the model, you will follow the steps in a simulated situation that is typical of what is occurring today in many organizational settings at all levels. More information about the simulation will be provided for you at each step of the model.

Please take time now to read the background information as we begin our journey toward responsible and effective change agentry.

18

Parkside State University

The Setting:

Parkside State University. Located near a large metropolitan area in the midwest. Originally a liberal arts college, now a state university. Striving to become broader-based with more professional and graduate level training. Current important majors: business, liberal arts, natural science, and nursing. Extensive evening adult program in the areas of education and business. Strong legislative support in early years. Growth slowed by new financial crunch.

The State is 85% white, 10% black, with scattered other minorities. Parkside University is 2% black. The faculty of Parkside University is 78% male and less than 1% black. There are 20,000 students--55% male, 45% female. Many are commuter students who don't get involved.

The Problem:

A severe financial crunch at the state level has restricted the funds delegated for university support. In addition, the University has been under fire recently because of claims of mismanagement and discriminatory hiring practices. Parkside University is being required to cut its budget severely and eliminate programs and/or practices that are not cost-effective.

Several areas are under examination at the present time, including the Counseling Center.

The Situation:

Our focus is on the Counseling Center. The staff of the Counseling Center consists of the Director, Assistant Director, 4 certified counselors, and a visiting psychiatrist.

The Dean of the Arts College, in response to a request from the University President for more information, has appointed a Review Committee to examine the Center's operation. Among the members of the Committee are Steve and Jane, 2 counselors in the Center, who feel strongly that the Center should be more responsive to the needs of the students. Steve and Jane may be considered Inside Change Agents, persons working from within the organization to make change happen. They feel a lack of accountability in the operation of the Center but know that other Center staff members do not share their views. The faculty as a whole are less inclined to think of making changes in the Center than of eliminating it completely. "Let's not worry about making it worthwhile. Since it isn't worthwhile, let's get rid of it."

STEP I. ESTABLISHING THE NEED

Why change at all?

It is quite common for people to settle into routines and become comfortable with the status quo, and only if there is some force for change are they stirred out of complacency. For change to occur, a need must surface--a feeling of inefficiency or deficiency, a complaint, some feeling of frustration, a desire for something new or different. Sometimes just becoming aware of an innovation can create dissatisfaction with what is, and thus provide the impetus for change. If the need is preeminent and members of the system know clearly that change is needed, the task of the implementors of the change is eased considerably. The real challenge comes when only a small number of people are pushing for change--then the change agent must bring to bear all of the skills at his/her command to motivate the system (the people in it) to change.

Parkside State University represents a situation where the need for change is surfacing. Obviously, some problems exist at PSU, and the Counseling Center is right in the line of fire. One of Steve and Jane's first tasks will be to convince their own staff that there is pressing need for change. Establishing the need for change can be accomplished in several ways.

1. *Survey.*

a. *Needs assessment.* This is a formal process for determining gaps between what is and what should be. A common method is to ask a variety of publics, e.g., students, staff, faculty, administrators, parents, to respond to a list of

statements regarding desirable goals for a program, the present level of attainment of those goals, and areas of need or discrepancy perceived by the respondents. This technique is employed when what you require is documentation of overall consumer response to identify gaps in services.

b. *Opinion survey*. In this survey method various populations respond to a series of statements describing a program or its operation. This is different from a needs assessment in that the respondents offer their opinions about how well a program and/or practice functions. A survey is useful when you are interested in obtaining responses from a number of groups and comparing the different viewpoints.

c. *Interviews with decision-makers*. In-depth interviews with key influentials (persons who have a great deal of influence on others) and major decision-makers can often provide useful insights as to needed changes. The number of responses obtained through the use of this approach will necessarily be fewer than can be obtained through other methods.

Ways to establish the need for change

2. *Search of existing records*. Collecting statistics about traffic patterns, numbers of clients served, outcomes experienced by clients, and types of clients served helps to clarify gaps and needed areas of new focus. This technique provides additional hard data as to how a current program is functioning.

3. *Imaging*. This is a technique in which individuals come together in a group to explore their images of an optimum program and their visions of the kind of program they would

most desire. Imaging is used when people become bogged down, sterile, and noncreative, as a means of lifting their sights and expanding their thinking.

4. *Studying other programs.* Learning about what others are doing, other programs, other approaches, outcomes achieved through using different methods, can create dissatisfaction with what is and the need for improved ways of operating. Awareness of new techniques or programs comes from such activities as research, talking with professional colleagues, reading journals, or attending conferences.

Using and disseminating the data

Determining what to do with the information obtained from using any of these approaches and how to disseminate it are important components of the first step, and are judgmental decisions of the change agent. It may be politic to keep the information in-house until some remedial efforts have been attempted. In other cases, compiling the data into a report that will be shared with decision-makers at an appropriate time may be the wisest course to follow. The important thing is to match the method to the group and the situation, and to have a rationale for choosing one method over another.

In this simulation you are to develop ways of implementing this first step. In the simulation, all of the men in the workshop should assume the role of Steve, and the women the role of Jane. You two are the Change Agents, and you will be working throughout to make the changes that you believe will provide the best solution for the problems that exist. Please read on to learn more about the situation at Parkside State

University. Your facilitator will give you instructions for the activity.

Team No. _____ Name _____

ACTIVITY--ESTABLISHING THE NEED

Steve and Jane have a dual problem of helping the Counseling Center staff realize the need for change, while at the same time being careful not to cause other faculty to feel negative about the Center. Realizing that this Committee will have profound impact on decisions made about the Center, they perceive that their first step must be to help not only other staff members but also the faculty as a whole to recognize the worth of the Center, as well as the real need for changes in its operation.

Strategies to Establish the Need:

Example: Steve and Jane invite a former member of the counseling staff who is now employed at another university to attend a staff meeting. At the meeting she shares positive reactions to the way the Center is functioning, as well as new practices and programmatic thrusts from her current work setting which the Center staff might wish to consider incorporating into their own program.

Rationale: Bringing in new ideas about other programs and practices can help the counseling staff to realize their need to make changes.

1. _____

_____

Rationale:

2. _____

_____

Rationale:

3. _____

_____

Rationale:

STEP II.
BUILDING INTERACTIVE RELATIONSHIPS

As we have said, change is accomplished by people working with people, and a good working relationship is critical to the change process. Efforts to innovate will almost always encounter obstacles; and a strong, interactive relationship based on mutual respect has the potential for overcoming even the most formidable blocks. On the other hand, the simplest attempts at change can founder if the relationship is poor.

Importance of good relationship

The change agent does not have all the skills necessary to accomplish change, and he/she will want to build a team of individuals who will work together in the effort. It will be important to include on the team individuals from diverse groups so that the team is truly representative of the client system.

Relationships among the team members, and between team members and other persons in the system, are crucial to the success of the change effort. Researchers have identified a number of characteristics of the ideal change agent relationship,[1] and three of these seem particularly appropriate for our purposes:

Characteristics of a good relationship

1. *Openness*. All individuals are willing to listen to others, to share impressions, to consider new ideas, to give honest feedback to each other.

---

[1]See The Change Agent's Guide to Innovation in Education, by Ronald G. Havelock, Educational Technology Publications, Englewood Cliffs, NJ, 07632, 1973, pp. 113-114.

2. *Shared decision-making*. Individuals share in making decisions, and the professional position of a member does not influence the power structure within the group.

3. *Confrontation of differences*. Individuals openly discuss differences of opinion and work toward resolution of them.

Your particular position within the system, your role in it, will determine to some extent your relationships with its members. An administrator within a system will interact with others from a different perspective than will a teacher or a counselor. In any case, however, the principles underlying a good working relationship are the same.

Influence of role on relationships

The next activity is designed to enable you to experience a group discussion from the differing perspectives of the various group members. Below is more information for you about what is happening at Parkside. Please read it, and then wait for instructions from your facilitator.

> Today you are meeting with the Committee to discuss the Center's operation and effectiveness. You, with other Committee members, are to discuss whether the Center should be continued "as is," how it might be changed to be more responsive to client needs, or if it should be dissolved completely.
>
> The Review Committee consists of Steve, Jane, the Director of the Counseling Center, a student, a faculty member, and a representative from the University Administration.
>
> Some information that may be helpful: A needs assessment of students and faculty conducted by Center staff revealed that only 13% of the students and 10% of the faculty knew the location of the Center at PSU. None of the faculty and 10% of the students had used its services. Students indicated that their greatest need was for help in career planning.

Name _____

ACTIVITY--BUILDING INTERACTIVE RELATIONSHIPS

The role play and the discussion following it gave you a chance to focus on three characteristics of a good relationship: openness, shared decision-making, and confrontation of differences. Please complete this form to indicate your understanding of these terms and how you intend to work on enhancing one of these behaviors in your own work life.

1. *Openness*

   To me, this means _____

   _____

   _____

2. *Shared decision-making*

   To me, this means _____

   _____

   _____

3. *Confrontation of differences*

   To me, this means _____

   _____

   _____

4. The characteristic in which I believe I need to develop the most skills is _____.

   I intend to work on improving my skills in this area by doing the following: _____

   _____

The foregoing activity was designed to help you experience a group discussion from differing perspectives and to become more aware of behaviors that facilitate or are detrimental to harmonious relationships. As we have stated earlier, one of the critical tasks of the change agent in this second step is *building a change agent team* to further the change effort. Several factors are important to remember in forming the team:

Suggestions for building a team

1. Keep the number on the team small.
2. Include representatives from diverse and important subgroups.
3. Include individuals with a wide range of skills and knowledge.
4. Try to choose persons supportive of change.
5. Try to choose persons you think will be compatible.

Presenting your team members with a well-developed plan, all worked out, is more apt to turn them off than gain their support. To enlist their commitment you need to involve them in examining data that supports the need for change and in generating ideas for ways of meeting the need. By getting involved from the beginning they will be more apt to acquire a feeling of ownership in the change and become excited about seeing it through.

Involve others from the beginning

Involving representatives from the different groups who will be affected by the change from the beginning is also important as it will help them to understand the need for change and increase the likelihood of their support. The surprise

STEP III. ASSESSING

Assessing is a systematic attempt to determine the strengths and weaknesses of an organization. All too often persons working for change become eager to move on to solutions and do not take the time to study and understand the current state of the system. When this occurs, critical factors are apt to be overlooked, and change efforts can be misdirected or ineffectual. Good diagnostic skills are not acquired automatically; you as change agent need to learn what questions to ask and how to order facts so as to determine trends and underlying causes.

First examine the existing situation

An important fact to remember is to avoid exclusive focus on what is wrong--and concentrate as well on areas of strength and potential for change. Keeping this in mind, the following areas should be part of any good diagnostic inventory:

Focus on areas of strength

1. Clarification of the goals of the system,
2. What the structure is for achieving the goals,
3. Resources within the system,
4. Type of reward structure,
5. Type of communication that exists within the system,
6. Potential unused human or material resources within the system.

You may find it helpful to set forth strengths and weaknesses in each area as you work through the assessment process. In this way the "problems" will emerge clearly, as well as the system's capacity to deal with them, helping you to clarify the paths the change effort might take.

Data for completing the assessment may be obtained from (1) interviews, (2) observations, (3) surveys and questionnaires, and (4) internal/external change agent judgments. A preferred approach to assessing an organization is to involve all parties relevant to the change effort both in gathering and analyzing the data, and in contributing information and ideas in each of the assessment areas. The interactions among the parties lead to many useful diagnostic insights, give people the feeling that they are making a worthy contribution, and enhance their interest in the outcomes. The end result of the assessment will be clarification of strengths, weaknesses, problem areas, unused potentials, and resources, and an understanding of what is and where change is needed, which will help the change agent team define realistic goals and objectives for the change effort.

Involve all relevant parties

The following information about PSU and the Counseling Center will assist you in the assessing stage. Please read it, and then the facilitator will give you instructions for the next activity.

INFORMATION ABOUT PSU

Student enrollment is down at Parkside State University.

The University recently acquired a computer facility.

Nobody in the Center has ever seen the administrative handbook for orienting new faculty.

The Director of the Center is approaching retirement.

The Counseling Center is in the basement of the Administration Building.

A needs assessment of commuter students revealed that they want increased services and facilities geared to their special needs.

A subcommittee to establish priorities for the Center has been meeting for two years.

For every five years of continuous service, each Center staff member receives a letter of commendation from the Director.

At Center staff meetings held every other Monday morning, the Director outlines tasks for the coming two weeks for each staff member.

Many University classrooms are unused at various times of the day or night.

The Center staff is involved in a 2-day "retreat" before each school year with other student services personnel.

In the past three years, no faculty member has referred a student to the Counseling Center.

An editorial appeared recently in the University Student Daily: "What is the University doing to help us prepare for when we leave college?"

Once a year the Center staff has a potluck dinner.

Students at PSU are advised when they matriculate where the Center is and are given the name of a counselor whom they may consult if they wish to.

Center staff test all incoming freshmen.

One staff member is writing a dissertation.

Jane wrote a proposal to develop and pilot a new program at PSU which never got beyond the Director's desk.

One staff member has won prizes in photography competitions.

The Center boasts a comprehensive and up-to-date professional library as a result of various people ordering resources as they become aware of them.

PSU has an ERIC collection in the secondary curriculum laboratory of the School of Education.

Daily calendars of Center staff vary: some are filled, some practically empty.

All Center staff work from 8:30 to 5 Monday through Friday.

Recently the Dean of Student Affairs asked the Counseling Center to provide the program for the retreat. The staff worked together long hours and came up with a program judged by participants to be "excellent."

Team No. _____

ACTIVITY--ASSESSING THE CLIENT SYSTEM

This inventory is designed to provide a focused and balanced assessment of a system. Because it is not possible for you to conduct interviews or surveys, you should complete the form using all of the information given to you thus far about PSU and the Counseling Center. In some areas you may have to make judgments and/or interpretations from the data provided for you. Your team will work together to complete the activity.

SA = Strongly Agree; SD = Strongly Disagree

		SA				SD
1.	*The Center has well-established goals.*	1	2	3	4	5

Are they clear to all? Are people satisfied with them? Have there been discussions about the goals? Are the goals flexible, changeable?

State two reasons for your rating from the data given:

a. _____

b. _____

		SA				SD
2.	*There is adequate structure for achieving the goals.*	1	2	3	4	5

Is there a clear understanding of roles and responsibilities? Are adequate coordination and flexibility present? Is there provision for making needed changes?

State two reasons for your rating from the data given:

a. _____

b. _____

		SA				SD
3.	*The system possesses ample resources.*	1	2	3	4	5

Are there sufficient physical and human resources to make things go, e.g., people, time, money, materials, and facilities? Are the needed human skills present? Can present staff be trained or new staff recruited?

State two reasons for your rating from the data given:

a. _____

b. _____

SA SD

4. *Goal-directed behavior is rewarded by the system, i.e., the Center.* 1 2 3 4 5

Are the rewards predictable, appropriate, sufficient, and immediate enough? Is nongoal-directed behavior discouraged by no reward or by limited reward?

State two reasons for your rating from the data given:

a. _____

b. _____

SA SD

5. *There is open and broad communication within the system, i.e., the Center.* 1 2 3 4 5

Do staff at different levels talk to one another? Is there a free expression of ideas and feelings, and do staff seek new ideas from within and from the outside?

State two reasons for your rating from the data given:

a. _____

b. _____

SA SD

6. *There are special strengths/potentials within the system or the Center.* 1 2 3 4 5

Are any special talents of staff members recognized and utilized? Is there a positive response to challenges? Are there unused but important human resources/talents, or a special staff elan which provide the system with a plus factor?

State two reasons for your rating from the data given:

a. _____

b. _____

STEP IV. GENERATING OPTIONS

Your assessment is now complete, and you have a good idea of what the problems are and what the capacity of the Center is for dealing with change. Your target for change is the Counseling Center, although you may have uncovered some other areas in which change should also occur. What to do about the Center is the focus now, and your purpose here is not to find a solution but several possible solutions. Generating alternatives for change of any kind in organizations, people, curriculum, or methods can be accomplished in a variety of ways:

Ways to generate alternatives

1. *Brainstorming.* Brainstorming is a specific technique for freeing up your thinking. In brainstorming all members of the group state ideas as quickly as possible, refrain from making any criticism or evaluative judgment, piggyback on each other's ideas, forget present constraints or realities--and someone records everything. Often an "impossible" idea that seems totally far-fetched and unattainable can, with adaptation, become a possibility--and it never would have surfaced without the creative and unconstrained flow of imagination that comes from the brainstorming process.

2. *Acquiring resources.* You can accomplish this through reading newsletters, educational journals, searching ERIC and other national data bases; attending conventions, lectures and programs; meeting people of widely varying experience and background; serving on committees; and observing, asking questions, and listening.

3. Consulting with experienced users. When you hear of something new, different, or exciting, make a telephone call to consult with users and/or pay a visit to experienced users of the innovation to see how it works, how students respond, what problems have occurred, what is the faculty's reaction, whether there are any unanticipated side effects. And you should repeat this procedure as many times as there are programs of interest to you.

4. Observing the innovation in action. If you find something you think is particularly suitable for your needs you should try to see it "live." Try to visit the site, see what materials are necessary, find out if special skills are needed to use it, observe reactions, and mentally transport the program into your own setting. If an on-site visit is not practicable, there may be packaged materials that you can obtain, or a report describing a new approach or a new organizational design.

If you like a program, find out how well it works

5. Obtaining evaluative data. These can be pre-post test results, research reports, tabulations of questionnaires, or even subjective responses from clients. Often outcomes research is unavailable, and you may want to bring in knowledgeable people to answer questions about the innovation. This is a most important step; hours of rhetoric are no substitute for hard evidence that the program "works," that clients are different in some positive way because of it.

6. Trying out the innovation. You are still generating options; and if you are at the trying-out stage, you are

probably pretty enthusiastic about some of your choices! Doing a small pilot test of a program can tell you much about whether it will be right for you in your setting.

Now it is time to relate the techniques of this stage to our case study of the Counseling Center at Parkside State University. Please read the following information about the case study.

> The need is there, relationships are building, and you have spent valuable time assessing the strengths and weaknesses of the Counseling Center. Now is the time to start thinking seriously of what can be done about the Center.
>
> Today your group is meeting to generate ways of dealing with the Center. You are <u>you</u> in this group, although you can speak from the point of view of anyone on the Committee. Try to develop at least three different options for the Counseling Center. Your team will be using the brainstorming technique.

Remember, you are dealing with options about <u>what to do</u> with the Center. You may assume that you have had a retreat or meeting beforehand with staff, team, or whatever, and you should focus attention on specific actions, i.e., *reduce the number of counselors and hire peer (student) counselors*, or *disband the Center and* _____. Your options should be <u>substantive</u> and <u>different</u> from each other. Your facilitator will give you instructions.

Team No. _____

ACTIVITY--GENERATING OPTIONS

Rules for brainstorming:

1. Say ideas as fast as you can.
2. Don't evaluate ideas or make judgments.
3. Piggyback on others' ideas.
4. Repeat an idea if you wish.
5. Forget existing constraints or realities.
6. Have someone record <u>everything</u>.

When your brainstorming is completed, choose three of the options you developed and write them on this sheet.

1.

2.

3.

V. DECIDING

The preceding steps in the change model set the stage for a very significant step: deciding upon a solution. At this point it is wise to step back and re-examine the purposes of the change effort to insure that the chosen solution will produce the desired outcomes. Decisions can be arrived at in a number of ways, the most common being the following:

Make sure your change will have the desired effect

1. *Establishing criteria*. A particularly helpful way to make a final decision is for the change agent team to develop a list of criteria to be applied to each of the options under consideration. The criteria will consist of items like the following, although others should be added that pertain to individual situations[2]:

The decision has been made as a result of consensus (all team members support the decision to some degree).
This decision has potential positive side effects.
Potential negative side effects have been anticipated and planned for.
There is adequate staff to implement this decision.
Staff have the skills or can get training in the skills necessary to implement this decision.
Facilities are adequate to implement the change.
There are material resources available to implement this decision.
There is support for its use from other users or sources.
The costs for implementing this decision are reasonable in proportion to benefits.
This change is compatible with the basic values of this system.
This change responds to the major identified problem(s).
The change can be tried out on a limited basis.
Other . . .

---

[2]Criteria for determining the suitability of discrete resources are presented in Becoming Resource Resourceful, by Walz, Benjamin, Mamarchev, and Pritchett, another module in this series produced by the Michigan Center of the Consortium.

2. Using force-field analysis. This is a technique which helps to analyze the forces working for or against contemplated change, in people and in the situation--a very useful method in the decision-making process. This approach helps the change agent team to identify clearly the psychological, environmental, human, material, economic, and physical forces that will work in favor of the change and those that will act to block the change. Once the list of opposing forces has been developed, each force can be weighted according to its importance, and determinations can be made regarding the cost in time, money, and effort required to overcome or reduce the opposing forces for each option under consideration.

Pro's and con's of the innovation

3. Adapting the innovation. No innovation will meet all of your criteria, but some will have more potential than others for meeting your particular needs. Almost always some modification is necessary--how much will be very important to the decision to adopt. Few organizations have the time, money, or staff to reshape entirely a program or practice--and, of course, a redesigned program becomes new and lacks validation. Therefore, the amount of adaption necessary to make the change work is a critical factor in the deciding process. Generally, the less adaption necessary, the better the supporting evidence and the more quickly you will be able to move ahead with the change.

Adaptation of the innovation

The best decisions are those which win the support of everyone, in varying degrees, of course. Using the majority rule to make a decision means that pockets of resistance remain,

and care should be taken to insure that even less-than-wholehearted system personnel are willing to give the idea a try. Even a small change, that deals with only part of the basic problem, can start the ball rolling.

Almost every change will cause repercussions that are not totally desirable, and the change team should make every effort to anticipate negative side effects and either head them off or be prepared to deal with them. Observing the innovation in action and the successful/unsuccessful experiences of others who are implementing it in another setting similar to your own can be very helpful here.

To be successful, the change effort should be basically congruent with the values of members of the client system; otherwise, the very foundation is shaky. Money is not always the issue: Sometimes a change which seems costly initially is preferable to one which requires less financial support. In any case, the method of deciding should be organized, systematic, and able to be defended from a rational perspective.

You are now ready to make a decision about what to do with the Counseling Center at PSU. To do this, we are asking you to use the criteria method to evaluate your potential choices. Your team will be evaluating <u>two</u> of the three options you chose in the last step.

You should rate each option according to the criteria presented, adding other criteria that you believe will be significant factors in the evaluation. When you have completed the ratings, choose <u>one</u> option to implement at PSU and write that

option and your reason(s) for choosing it in the spaces provided.

Your facilitator will go over these instructions with you and answer any questions you may have.

Team No. _____

ACTIVITY--DECIDING

These criteria have been adapted from the list in the text to fit our situation. Rate the option you have chosen on a scale of 1 to 5, with 5 representing decidedly "Yes," 1 representing decidedly "No," the numbers in between representing varying degrees of response, and "n/a" representing "does not apply to this decision." Write the appropriate number on each line.

Option 1: _____ Option 2: _____

_____ _____

	Yes	Uncertain			No	n/a	Yes	Uncertain			No	n/a
	5	4	3	2	1	-	5	4	3	2	1	-
Decision result of consensus												
Potential positive side effects												
Potential negative side effects												
Adequate staff												
Staff trained or able to get training												
Adequate facilities												
Adequate material resources												
Evaluative data--statistical or from users												
Costs in proportion to benefits												
Change compatible with system values												
Change responsive to identified problems												
Limited try-out possible												
Other _____												
_____												
Total points for each column:												
Total cumulative points:					_____						_____	
Total points divided by number of criteria used for average cumulative rating:					_____						_____	

Note: Do not include criteria marked "n/a" in any of your totals.

Option chosen: _____

Rationale: _____

Name _____

DECIDING

		T	F
1.	Decisions for change should be based on consensus.	___	___
2.	A good decision for change will have no negative side effects.	___	___
3.	The experiences of others with a comparable activity or program bears little relationship to whether the change will be positive in one's own setting.	___	___
4.	Desirable changes are frequently in disharmony with the values of a system.	___	___
5.	Change which responds to only part of an identified problem and/or need is still desirable.	___	___
6.	If the staff fully supports a change effort, the use of a systematic decision-making process is unnecessary.	___	___
7.	In making a choice between options, preference should be given to the one which is least costly.	___	___
8.	The criterion method is usable only when deciding between two options.	___	___
9.	The amount of adaptation necessary to make an innovation workable in a local situation influences the speed with which it will be implemented.	___	___

STEP VI. FACILITATING ADOPTION

Deciding on a solution lays the groundwork for actually putting the change into action, but the real test is yet to come. In this stage of the change process you will find out whether your solution is indeed workable and acceptable to members of the client system.

Although your team is "sold" on the option you have chosen, it will be new or only slightly familiar to the organizational membership at large. And they will respond to the potential change from differing perspectives. Much research exists as to the processes or stages individuals go through in making a decision whether to adopt an innovation.[3] These processes are restated briefly here for your information:

Individual stages in deciding to adopt

1. *Awareness* - passive interest, easy forgetting
2. *Interest* - active information-seeking, formation of positive or negative attitudes
3. *Evaluation* - mental tryout
4. *Trial* - tentative use, readiness to abandon
5. *Adoption* - weighing of results, decision to adopt or not
6. *Integration* - routine use in everyday activities

---

[3]Adapted from On Becoming a Change Agent, by Garry R. Walz and Libby Benjamin. ERIC/CAPS, University of Michigan, Ann Arbor, MI, 48109. Also see pp. 113-117 in Havelock reference in Footnote 1; and pp. 8-23 of Using Change Agent Skills to Manage Career Guidance Program Implementation, by Juliet V. Miller, one of the modules in the series developed by the Michigan Center of the Consortium.

It is important for the change agent to be aware of these phases--they may overlap, extend over time, or telescope suddenly, but they do occur in orderly progression and individuals differ in the speed with which they move through them.

Groups operate somewhat differently from individuals, and three kinds of persons play significant roles in generating group acceptance:

1. *Innovators.* These are the persons within a system who are particularly responsive to new ideas--outspoken, risk-taking, willing to experiment, impulsive, intelligent, well-read, possibly viewed as "different" from others in the system.
2. *Resisters.* These system members are negative to change, conservative, logical, thoughtful, critical, protective of the system--a stabilizing force.
3. *Leaders.* Leaders can have formal authority by title, i.e., director, coordinator, supervisor, vice president; or they can be "opinion leaders," persons to whom others naturally look for leadership, highly esteemed, reserved in judgment, sensitive to timing, influential on others' decision-making, politically canny.

Group members significant to the change effort

The change agent can use the innovators to publicize the change, try it out, and get people thinking about it. Identifying the resisters early in the change process and finding out the reasons for their resistance before they become vocal nonsupporters will be something the change agent must do. The

leaders, persons whom others look to for guidance and leadership, can make or break the change effort. The change agent will have made concerted efforts early in the change process to establish good relationships with these influential figures.

Communication is the key to successful change and can take many forms. The change agent should combine these forms in the most effective manner to suit the people and the circumstances.

Communication: the key to successful change

1. *Written and oral communications.* These should be brief, focused, attention-getting. The problem here is that the message may be misinterpreted and important facts may go unheeded. You should use this method sparingly and judiciously.

2. *Films and slides.* Media presentations can make the message more attractive but take time, money, and creative energy to produce. Sometimes films are already available--and if so, be sure to preview them before you use them. Always combine group discussion with the audio-visual presentation.

3. *Demonstrations.* Sometimes demonstrations can be done locally and "live"--or people can visit another site to see the innovation in action. This technique should be handled carefully since a poorly executed demonstration can kill a change effort. The setting and conditions for the demonstration should be very similar to those of the system considering adoption of the innovation.

4. *Person-to-person communications.* Such contact with leaders, resisters, and other key figures helps you to judge reactions and potential resistance and allows these persons to express their personal attitudes privately. It takes time and costs money, and you should utilize your team members as much as possible in this kind of communication.

5. *Group discussions.* You can reach more people in groups; and if you handle the group well, it should be enjoyable and can work for you to promote acceptance. Groups increase individuals' feelings of safety, reassurance that their feelings are shared by others, and participation in the decision with freedom to say "yes" or "no."

Types of communication

6. *Conferences and workshops.* Ideally, workshops are enjoyable, teach new knowledge and/or skills, lead to diffusion of the ideas presented, promote cohesion among the participants, and provide a protected environment in which to try out the innovation. Key members of the system should be included in such activities.

Now! You know the processes we all go through in adopting an innovation, the key figures in an organization, and various methods of communication. At this point we would like to introduce you to SAGA, which means Strategies and Approaches for Gaining Adoption. SAGA is a plan that brings order to what you have just learned and helps you to organize your implementation plan. Each SAGA step has a brief illustration that deals with attempts to implement peer counseling in a high school.

STRATEGIES AND APPROACHES FOR GAINING ADOPTION--SAGA

1. Identify a core group of early innovators who will try out the innovation.

   Innovation: Peer Counseling in a High School

   Example: The change team identified two faculty members who said they would be willing to help train volunteer students as peer counselors and pilot the program after school in their classrooms.

2. Choose differential communication strategies to publicize to important publics the outcomes from the pilot effort.

   Example: The team prepared short announcements of the experiment for the Faculty Bulletin, engaged in an interview with a student newspaper reporter, wrote a letter to the Principal, put on a demonstration for the Kiwanis Club, and verbally reported their findings at a subsequent faculty meeting.

3. Develop support from interested and involved persons.

   Example: The previous communications led to numerous inquiries from faculty and students about the new program. The team invited all respondents to brown-bag lunches to explain the innovation in detail and describe specific ways they could become involved. Follow-up letters were sent to everyone who had expressed interest.

The SAGA model for change

4. Identify and respond to resisters.

Example: Some resistance to the project began to surface from the earlier communications. Team members interviewed those who had expressed negativism or concern and listened carefully to their reasons, making sure they understood them fully. They then cataloged all negative views, adapted the project design to those objections that seemed valid, and prepared appropriate responses to deal with the remaining negative statements.

5. Introduce innovation to key decision-makers and influentials.

Example: With the revised plan in hand, the team scheduled a spot on the agenda at the next meeting of department heads, where they presented a demonstration of the project and encouraged questions and discussion about it. The team arranged individual meetings with each department head to discuss the project in detail and provide cost and evaluative data. They also identified influential faculty members in each department and arranged coffee dates with each person to discuss the new program.

6. Develop alternative modes of implementation.

Example: The team developed a report describing four different ways the program could be used on the school campus and sent it to all department heads.

7. Support decision-maker ownership and introduction of innovation.

Example: 75% of the department heads indicated willingness to try out the program in their departments. The team played a low-key back-up role, providing technical assistance where needed, but leaving the leadership for the program to the administrators.

One final note in facilitating adoption: Be flexible. Be willing to modify or alter the plan as circumstances warrant. Be willing to compromise as you gather more data about people's reactions. Although the change may not be as extensive or take the exact form you had envisioned, at least it's a start. And when the client system sees that the change is positive, that it does work, others may follow the lead you have provided, and the final outcome may turn out to be even more than you had hoped possible!

The importance of being flexible

And now let's return to the case study and see how you can best put your own plan into action at PSU. At this point you have followed the steps in the change process faithfully. You developed some way of making everyone sense the need for change. You have been steadily building good relationships. You have built a crackerjack team. You assessed the system's

strengths and weaknesses. You brainstormed options. And your team decided upon some way the Center should change. Now you need to get the organization to accept your plan for change.

Remember that individuals will be at different stages of readiness for acceptance, and you will need to plan carefully. Your facilitator will give you instructions for the activity.

Team No. _____

ACTIVITY--FACILITATING ADOPTION

Option: _____

_____

1. *Identify a core group of early innovators who will try out the innovation.*

   a. From what group(s) will you choose your innovators?

   _____

2. *Choose differential communication strategies to publicize the outcomes from the pilot effort to important publics.*

   a. Who are two "important publics"? List them in the spaces below.

Publics	Method of Communication
_____	_____
_____	_____

   b. What method of communication will you use for each? (Put the method opposite the name of the public.)

3. *Develop support from interested and involved persons.*

   a. What persons/groups are likely to be interested in your change effort?

   _____

   b. How do you plan to gain their support?

   _____

   _____

4. *Identify and respond to resisters.*

   a. What persons/groups are likely to resist your change effort?

   _____

   b. How do you plan to deal with their resistance?

   _____

   _____

5. *Introduce innovation to key decision-makers and influentials.*

   a. Who do you consider to be in this category?

   _____

   b. How do you plan to introduce the innovation to them?

   _____

   _____

6. *Support decision-maker ownership and introduction of innovation.*

   How will you achieve this?

   _____

   _____

STEP VII. REFINING AND RENEWING

You can't sit back yet and breathe a sigh of relief--there is still more to do. As people try out a new program or scheme, they need lots of support and encouragement, and the innovation may need further refinement. If adopters are able to reshape the new program to meet changing needs, with help and in an atmosphere of support, they will be more likely to continue using it. This will be an ongoing activity that will require continuing involvement of the change agent.

Ongoing change agent efforts

Renewal means reviewing and evaluating outcomes and being willing to scrap the innovation if it becomes obsolete or non-responsive to existing client needs. It implies aggressiveness in seeking out new solutions, flexibility, openmindedness, and an objective attitude toward existing activities and the possibility of change.

The final goal of this renewing process--indeed, of the total effort of the change agent--will be for members of the client system to have the capacity and skills for <u>self-renewal</u>. When this occurs, the client system is able to help itself; all members understand the process of change and have the skills to make change happen.

The final goal: client system self-renewal

You will not be involved in using this step from the change model in this workshop because the activities of refining and renewing take place during the time the innovation is in operation. In a real situation, however, you will want to build in ways to accomplish these processes so that whatever

innovation you have chosen to implement continues to be responsive to the needs of the people it was designed to help.

56

Summary

SUMMARY

You have now had the chance to learn the seven steps of a model for change agentry and have worked through six of them in a situation common to many educational organizations. We hope by this time that you have enhanced your understanding of the dynamics of change, and, more than that, feel confident enough about your newly-developed skills that you will return to your work setting and make change happen!

The next module in this series of two deals with barriers to change in organizations and in people and presents a model that will help you develop strategies to overcome them.

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Coordinator's Guide

for

MODULE 51

Making Change Happen: Learning a Systematic Model for Change

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support from the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963.

TABLE OF CONTENTS

	Page	Time in Minutes
Notes for the Facilitator	59	--
Getting Started	63	5
Warm-up	64	10
Introduction	66	5
Introductory Activity 1	67	10
Introductory Activity 2	71	15
Experiencing a 7-Step Model for Change Agentry	73	10
Step I - Establishing the Need	74	35
Step II - Building Interactive Relationships	76	50
Step III - Assessing	79	45
Time		3 hrs., 5 min.

Lunch Break

Step IV - Generating Options	81	30
Step V - Deciding	82	45
Step VI - Facilitating Adoption and Implementation	85	60
Step VII - Refining and Renewing	87	10
Summary	88	10
Postassessment	90	3
Feeling Statements	91	2
Sample Evaluation Instruments	92	10
Time		2 hrs., 50 min.
Total Time		5 hrs., 55 min.

NOTES FOR THE FACILITATOR

Your role is crucial to the success of the workshop. You are responsible for setting the tone at the very beginning, keeping things moving at an appropriate pace, sensing when participants are ready for a break, adapting materials or times to participants' needs, providing transition between activities, leading discussions, and answering questions that may arise about content or processes. The key to a successful workshop is preparation. You need to be totally familiar with the content, the materials, and the flow of the activities in the module. Your confidence and serenity will communicate to participants and give them a sense of security--a feeling that you know what you're doing and they're in good hands.

The following are a few suggestions that may be of help to you as you plan for this workshop.

Before the Workshop

1. Study the module and this Guide thoroughly. Note how sessions fit together and build on each other. Read the content of each session in the module itself. Become familiar with the main points.

2. Prepare any materials needed ahead of time. Each portion of this Guide has a section describing what will be needed in that session. Following is a list of all of the materials needed for Module 1 in this series of two modules. Each participant should be given a sheet for each activity, and an additional copy should be furnished for completion by the team, perhaps in a different color, according to the following outline.

Materials

	No. of copies for each participant	No. of copies for each team	No. of copies for you
Team Identification form, p. 65	--	1	--
Introductory Activity 1, p. 7	1	--	--
Scoring Sheet for Introductory Activity 1, p. 70	(each sheet serves 5)	--	variable
Introductory Activity 2, p. 11	1	--	--
Step I. Establishing the Need, p. 20	1	1 (color)	--
Step II. Building Interactive Relationships, p. 23	1	--	--
Role Play Descriptions, p. 78	(each sheet serves 6)	--	variable
Step III. Assessing the Client System, pp. 30-31	1	1 (color)	--
Step IV. Generating Options, p. 35	1	1 (color)	--
Step V. Deciding, p. 40	1	1 (color)	--
Deciding, true-false, p. 41	1	--	--
Step VI. Facilitating Adoption, pp. 50-51	1	1 (color)	--
Postassessment form, p. 90	1	--	--
Feeling Statements, p. 91	1	--	--

3. You may decide to use name tags, registration forms, etc. Decide how these will be handled.

4. Have plenty of blank paper, newsprint, felt pens, an easel, a blackboard, chalk and eraser, masking tape, and a module copy for each participant.

5. Check the room arrangement. There should be one table and enough chairs for each team. People will need room for their materials. There should be enough space between tables for teams to work together without bothering or being bothered by others.

6. Check with the hosts on the heat or air-conditioning and the lighting.

7. Meet with other members of the facilitation team to clarify who is responsible for what, and make final plans for running the workshop.

8. Decide how to handle the coffee breaks, lunch, etc.

At the Workshop

1. Arrive ahead of the scheduled time to begin. Organize your materials, check the room arrangement, see about ash trays, check the lights and temperature, make any last minute adjustments that may be needed. And allow some time to compose yourself before participants arrive.

2. Greet early participants as they arrive. This may become impossible when the group becomes larger, but it begins the setting of a friendly and informal tone.

3. Start on time if at all possible, and stick to the schedule. It is highly recommended that the workshop run for about 3 hours in the morning and 2 1/2 hours in the afternoon. A natural break occurs after Step III, after 3 hours, 5 minutes of actual workshop time.

4. Keep the tone light and informal, but business-like. You will want to convey a sense of relaxation and warmth, along with the feeling that the work to be done is serious and highly important to their career guidance program development.

5. Maintain a feeling of urgency, but not a hassled kind of pressure. Keep things moving so that participants will be alert and motivated.

6. Be enthusiastic. Your excitement will set a model for others.

7. In discussions, honor the contributions of each participant. Try to make each person feel important to the group.

8. Do some process checking from time to time. Ask how things are going, keep participants aware of time limits, warn them ahead of time, etc.

9. Have fun. Relax. Enjoy. Trust the group. You're helping them to do what they want to do and need to do.

Notes on Module 1

This is the first of two modules on change agentry. The second is entitled, *Making Change Happen: Overcoming Barriers to Change.* It is suggested that both modules be presented in a 2-day workshop, or if this is not feasible, that individuals experience Module 2 within a reasonably short time after completing Module 1.

Two other modules in the series developed by the Consortium also deal with change agent skills. They are *Using Change Agent Skills to Manage Career Guidance Program Development* and *Using Change Agent Skills to Manage Career Guidance Implementation* by Juliet V. Miller. The former relates to activities involved in building relationships, Step II of this model, the latter to the process of facilitating adoption of an innovation, Step VI. These two modules on *Making Change Happen . . .* provide information about a systematic approach to the change process and can serve as a valuable introduction to the specific procedures of program development and implementation in Dr. Miller's modules.

We have outlined in the opening pages of this Guide the materials that should be duplicated for participants to use during the workshop. This is assuming, of course, that participants will <u>not</u> be writing in the modules themselves. As the facilitator of these two modules, you have the option of duplicating materials for individual participants as well as for the teams, or for the teams only. We found in the field testing that having just one activity form to be completed by the team often sufficed; in other cases, however, participants wished to have their own copies to keep. Thus, this will be a facilitator judgment. If participants are writing in the modules themselves, then of course you will need only team forms.

GETTING STARTED

Time: 5 minutes

Instructions: Welcome the participants to the workshop.

Introduce yourself and your facilitation team members to the group. Tell something of your background and describe your role in the workshop.

Answer any questions that may arise. Now move into the warm-up activity.

WARM-UP

Purpose: To have participants form groups based on interest and background, meet each other informally, and identify a target for change in their own work setting to share with other group members.

Time: 10 minutes

Materials: None

Instructions:

1. Have participants form groups of six with other individuals in like professional roles and/or settings. Explain that they will be working in this team of six all day. Have all teams complete the Team Identification form, which follows in this Guide, one for each team.
2. Have participants introduce themselves to each other within their team.
3. Ask participants to think of something they would like to change in their own work settings.
4. Ask team members to share and discuss their targets for change. Allow just 10 minutes, asking each person to be very brief.
5. Assign a number to each team.

TEAM IDENTIFICATION

Team No. _____

Names of team members:

_____

_____

_____

_____

_____

_____

70

Purpose: To provide participants with knowledge of the day's schedule, and the goal, objectives, and outline of the first module in the series of two.

Time: 5 minutes

Instructions:

1. Have participants read the goal statement and the objectives of the module.
2. Explain that this is the first of two modules designed to help participants become effective change agents.
3. Explain that the first module will introduce them to a 7-step model for change that will help them learn the process of effecting change.
4. Tell participants that they will gain experience in implementing the first six steps of the model through a simulated situation.
5. Go over the module outline with participants.
6. Have participants read the Glossary.
7. Answer any questions participants may have about the terms listed.

Introductory Activity 1 - "Where Are You Coming From?"

Purpose: To have participants assess their attitudes toward change and their role as change agents, and read and discuss the Introduction to the module.

Time: 10 minutes

Materials: Duplicate one "Introductory Activity 1" sheet for each participant. Duplicate enough copies of the Scoring Sheet to record the name and scores of each participant. (Each sheet serves five participants.)

Instructions:

1. Have participants read the text relating to the activity, "Where are you coming from?"
2. Distribute one copy of "Introductory Activity 1" to each participant and have each participant put his/her name on it.
3. Read the directions aloud and give participants time to complete the form individually.
4. Collect the completed forms to be scored later by you. The scoring key is on the next page in this Guide. At the end of this workshop day, you will ask each participant to complete another copy of this form as a posttest.
5. After collecting the forms, discuss briefly any particular items that participants might have questions about. Keep the discussion short. Explain that major questions will be answered or become clear as they go through the materials.
6. Then have participants read the Introduction.
7. Discuss any reactions the participants might have to the text. Then move on to the next activity.

Evaluation Criteria: Explained on page 88 of this module. For the time being, record the name of each participant and the number value of each letter circled for the eight items in the "Pretest" column of the Scoring Sheet, which follows the Key in this Guide.

Key

INTRODUCTORY ACTIVITY 1: MY ATTITUDES TOWARD CHANGE

AND MY ROLE AS CHANGE AGENT

Read each statement and decide whether you Strongly Agree (SA), Agree (A), feel Neutral (N), Disagree (D), or Strongly Disagree (SD). Circle the letter which represents your choice. Your first impression or feeling is the preferred response.

1.	I feel that there is little anyone can do to help others recognize the need for change.	1	2	3	4	5
2.	I feel that unless a person holds an administrative position, it is unlikely that she/he can do much to change the program of which she/he is a member.	1	2	3	4	5
3.	I feel that I understand the process of change.	5	4	3	2	1
4.	I feel confident that I can help others to bring about change.	5	4	3	2	1
5.	I feel that including people from diverse groups in a project has great potential for helping it to be successful.	5	4	3	2	1
6.	I believe that anyone can take leadership in trying to effect change in a system.	5	4	3	2	1
7.	If I want to make change happen, I feel that it is important to concentrate my efforts mainly on persons with formal authority.	1	2	3	4	5
8.	Before I meet with my change team, I feel it is wise to have my plan for change well worked out.	1	2	3	4	5

74

SCORING SHEET FOR INTRODUCTORY ACTIVITY 1:

MY ATTITUDES TOWARD CHANGE AND MY ROLE AS CHANGE AGENT

Name of Participant	Item No.'s	Pretest Scores	Posttest Scores	+	Same 4 or 5 Only	No. of Items +	No. of Items Same 4 or 5	Total
_____	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
_____	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
_____	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
_____	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
_____	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							

Introductory Activity 2 - "Identifying Critical Change Behaviors"

Purpose: To involve participants in thinking about behaviors that promote change.

Time: 15 minutes

Materials: Duplicate one copy of the "Introductory Activity 2" sheet for each participant.

Instructions:

1. Have participants read the text, "Behaviors critical to the change process."
2. When they are finished, ask them to think of a time either when they were effective in producing a change or in which they observed another who was effective.
3. Ask them to share these experiences in their groups, with the focus on the behaviors exhibited by the change agent (self or other).
4. Give each participant a copy of the activity sheet, and tell them that as they share their experiences together, each person is to write down on the sheet provided very short descriptions of the behaviors.
5. When teams are finished, ask for feedback on the positive change behaviors. Create a master list on newsprint as behaviors are suggested and post the list to be kept in view throughout the workshop. During the workshop, add to this list and have participants add to their own lists as new behaviors come to light during discussions. (Participants may keep the activity sheets.)
6. On the next page is a list of positive change agent behaviors to use as a starter. Participants will undoubtedly think of others that should be added.

POSITIVE CHANGE AGENT BEHAVIORS

Persistence

Sense of timing

Commitment to the outcome

Flexibility

Ability to build a team

Good interpersonal relationships

Willingness to maintain low profile

Listening to others

Communicating clearly

Pinpointing the problem

Tact and diplomacy

Enthusiasm

EXPERIENCING A 7-STEP MODEL FOR CHANGE AGENTRY

Purpose: To have participants become acquainted with the seven steps in the change model and the background material for the simulation which will be used throughout the module.

Time: 10 minutes

Materials: None

Instructions: Have participants read "A Model for Change." Point out the sequential nature of the steps and the importance of building a sound plan or strategy.

Step I - Establishing the Need

Purpose: To help participants to understand and experience implementation of the first step of the change model through a simulation.

Time: 35 minutes

Materials: Duplicate one copy of the activity sheet for Step I for each participant and one for each team.

Instructions:

1. Have participants read the background of the case study. Then have them read the text for Step I.
2. Go over the suggested methods for establishing need and how they can be used, pointing out that participants will certainly come up with additional ways--some more subtle, or verbal in nature.
3. Give each participant and each team an activity sheet and have them read the further information in the case study on the activity sheet itself. Go over the example with them.
4. Clarify the fact that everyone in the group should play the role of Steve or Jane, the two change agents, in the activity.
5. Ask them as a team to develop at least two strategies (not necessarily those given) for establishing the need for change in the Counseling Center. For each strategy they should provide a rationale as to why they chose it.
6. Tell them one person can record the strategies and the rationales, or all members can record them if they wish, but you will be collecting one completed form from each team. Allow about 20-25 minutes for the activity.
7. When teams have finished, have a spokesperson from each group report to the total group at least one strategy, with rationale, that the team developed.

8. Collect one completed activity sheet from each team for scoring later by you.

Evaluation Criteria:

1. The activity sheet for Step I is the evaluation for this step, and the evaluation relates to the team's efforts.
2. Each team should have developed two methods for assessing the need for change in the Center.
3. Each method should have accompanying rationale that gives at least one valid reason drawn from the text or the simulation information for using that method.

Step II - Building Interactive Relationships

Purpose: To have participants understand and experience the second step of the change model.

Time: 50 minutes

Materials:

1. Prepare 6 pieces of cardboard, each displaying the name of one of the role players. Prepare enough sets of these for the number of teams present. Attach string so that participants can wear them around their necks Also duplicate the descriptions of the role players, and cut them apart in sets to be distributed with the labels. The descriptions of the role players are or the page following the Instructions.
2. Prepare one activity sheet for Step II for each participant.

Instructions:

1. Have participants read the text for Step II, taking time to discuss briefly the three characteristics of an ideal change agent relationship presented in the module.
2. Then have them read the information on the simulation in preparation for the activity.
3. Explain that the activity is a role play.
4. Tell participants that each person will be given a label to be worn around his/her neck to indicate what the role is, as well as a brief paragraph describing the person's attitude toward the situation.
5. Ask participants to keep in mind the three characteristics discussed in the module as they role play. This is important. They are to play the role as realistically as possible.
6. Tell all teams to start the role play.
7. Stop the role play after about 10-12 minutes and give participants a chance to express to the total group their reactions to what they experienced.

8. Give each participant a copy of the activity sheet for Step 2 and ask them to complete it.
9. Collect the completed activity sheets for scoring later by you. Collect all role play materials.
10. Have participants read the concluding portion of the text before moving on to Step 3. Discuss any questions that may arise.

Note: If a team has less than six members, the role of Faculty Member can be omitted from the role play.

Evaluation Criteria:

1. The activity sheet for Step II is the evaluation for this step.
2. Definitions of all three terms should correspond to those in the text.
3. Each participant should list one characteristic which needs improvement and state a specific action he/she will take to work on enhancing that characteristic.

Role Play Descriptions

Steve: You're for the Center but think change is imperative if the Center is to be effective and accountable.
You try to listen to others, give honest feedback, and encourage others to voice their opinions and discuss their differing viewpoints.

Jane: You are not sure that having a Center is the best way to meet the needs of students and you strongly support change--especially radical change.
You confront others with differences of opinion but are not too willing to listen to their point of view. You want things your way.

Director of Counseling Center: You don't want to rock the boat and feel that this whole furor will blow over.
You listen to others but really don't want to hear new ideas. You get uncomfortable with confrontation and try to smooth it over. You want whatever decision is made to be shared.

Student: You feel that the Center gives little or no help to most students. You're willing to support the Center if it becomes more responsive to student needs.
You think the Director should make the decision. You try to listen to others and are willing also to share your views, but you back off if others disagree with you.

Faculty Member: You are an influential figure at PSU but have never supported nonacademic functions. You think students should be responsible for their own behavior.
You think the University administrator should make the decision. You listen a lot and are unwilling to share your opinions without a great deal of study. Noone really knows what you think.

University Administrator: You want to improve the University program. You feel that the Counseling Center must prove its worth if it is to receive further support.
You are here to learn. You listen, ask probing questions, try to help the members reach agreement, want the decision to be shared.

Step III - Assessing

Purpose: To have participants understand and experience the third step in the model.

Time: 45 minutes

Materials: Duplicate one copy of the activity sheet for Step III for each participant and each team.

Instructions:

1. Have participants read the text for Step III.
2. Go over the six areas and stress the importance of diagnosing strengths as well as weaknesses.
3. Have them read the additional information on the simulation presented in the module.
4. Read the directions for the activity for Step III with participants.
5. Tell them that the teams are to work together to respond to the six assessment categories as well as they can from all of the information given previously.
6. They should state two reasons from all of the case study data presented so far for choosing the number for the response they gave to the question.
7. Have each team feed back to the group significant items from the assessment and their reasons for their responses.
8. Collect one completed form from each team to be scored later by you.

Evaluation Criteria:

1. The activity sheet for Step III is the evaluation for this step, and it relates to the team's efforts.
2. An answer key follows on the next page. Each team should have circled one of the numbers indicated on at least five items and have provided two reasons for their choice.
3. Answers may differ from those provided; as long as they relate to the data, they are correct.

ACTIVITY--ASSESSING THE CLIENT SYSTEM

Key

1. *The Center has well-established goals.* 1 2 3 (4) (5)
   a. No administrative handbook outlining goals.
   b. Subcommittee has not established priorities.
   c. Limited goal-setting, i.e., two weeks ahead.

2. *There is adequate structure for achieving the goals.* 1 2 3 (4) (5)
   a. Director outlines tasks periodically; calendars vary.
   b. Students don't seem to be getting help.
   c. Most staff are apathetic.

3. *The system possesses ample resources.* (1) (2) 3 4 5
   a. Computer terminal.
   b. ERIC collection.
   c. Good professional library.

4. *Goal-directed behavior is rewarded by the system, i.e., the Center.* 1 2 3 (4) (5)
   a. Commendation given only every five years.
   b. Staff unmotivated.

5. *There is open and broad communication within the system, i.e., the Center.* 1 2 3 (4) (5)
   a. No referrals.
   b. Few knew where the Center is located.
   c. Students need help but don't seek it from the Center.

6. *There are special strengths/potentials within the system or the Center.* (1) (2) 3 4 5
   a. Staff developed good retreat programs.
   b. One staff member has photography skills.
   c. Jane and Steve are highly motivated.

Step IV - Generating Options

Purpose: To have participants understand and experience the fourth step of the model.

Time: 30 minutes

Materials: Duplicate one copy of the activity sheet for each participant and each team. Provide newsprint and a felt pen for each team for recording their brainstorming ideas.

Instructions:

1. Have participants read the text for Step IV, stressing the idea of the excitement that can occur in this step as people expand their thinking in as many ways as possible.
2. Have participants read the next portion of the case study.
3. Ask participants to use the brainstorming technique for this activity. Go over the "rules" with them from the text.
4. Explain that they are to come up with as many different options as they can, and then choose three to write on the sheet provided.
5. Stress the fact that the options should be substantive, actions concerning what to do with the Center.
6. Have each team report their three choices to the total group.
7. Collect one completed form from each team to be scored later by you.

Evaluation Criteria:

1. The activity sheet for Step IV is the evaluation for this step, and the evaluation relates to the team's efforts.
2. Each team should have three options listed on their activity sheet.

Step V - Deciding

Purpose: To have participants understand and experience the fifth step of the model.

Time: 45 minutes

Materials: Duplicate one activity sheet from this step for each participant and one for each team.

Instructions:

1. Have participants read the text for Step V, pointing out that the criteria suggested are broadly applicable to most innovations but that special criteria should also be added that are unique to a person's situation and intended change effort.
2. Explain that the criteria method is useful with any number of options.
3. Explain that if they are interested in force-field analysis, they can refer to the module cited in Footnote 3 for Step VI.
4. Ask teams to use the criteria method to evaluate two of the three options they listed in Step IV.
5. Point out that the criteria listed in the text have been adapted to fit the case study and that participants are free to add other criteria which may be pertinent to their choices.
6. After they have scored their evaluations, they are to choose one option to implement at PSU and provide a rationale for making that choice.
7. Then go over the activity sheets carefully, explaining how they are to evaluate the two options. Tell them to record the option and the rationale at the bottom of the worksheet. Answer any questions.
8. Have each team report the option they chose and describe how they chose it to the total group.
9. Collect the completed scoring sheets, one for each team.

10. Then give each participant a copy of the "Deciding" true-false form to complete.
11. Have them score each other's forms.
12. Discuss any problem statements.
13. Collect the forms.

Evaluation Criteria:

1. Each team should have evaluated two options according to instructions.
2. All teams should have recorded their choice of option and have provided a rationale for their choice.
3. The "Deciding" true-false form is the evaluation for each participant in this step. The Key follows on the next page.
4. Individuals should score correctly on 7 of the nine statements in order to accomplish this objective successfully.

Name _____

DECIDING

Key

	T	F
1. Decisions for change should be based on consensus.	X	
2. A good decision for change will have no negative side effects.		X
3. The experiences of others with a comparable activity or program bears little relationship to whether the change will be positive in one's own setting.		X
4. Desirable changes are frequently in disharmony with the values of a system.		X
5. Change which responds to only part of an identified problem and/or need is still desirable.	X	
6. If the staff fully supports a change effort, the use of a systematic decision-making process is unnecessary.		X
7. In making a choice between options, preference should be given to the one which is least costly.		X
8. The criterion method is usable only when deciding between two options.		X
9. The amount of adaptation necessary to make an innovation workable in a local situation influences the speed with which it will be implemented.	X	

Step VI - Facilitating Adoption and Implementation

Purpose: To have participants understand and experience the sixth step of the model.

Time: 60 minutes

Materials: Duplicate one activity sheet for Step VI for each participant and each team.

Instructions:

1. Have participants read the text for Step VI.
2. Explain that this step is critical to the change process, that many a contemplated change effort falls by the wayside because people do not have the skills to facilitate adoption.
3. Go over the high points in the text--especially the significant group members one should rally to the cause, and the various modes of communication. Then discuss SAGA and go over the example with participants.
4. Explain the activity sheet carefully. Have them first write their chosen option on the line provided and then, as a team, complete the form.
5. Then ask two teams to get together and share their total plan with one another. Have teams make suggestions to each other of ways to improve their plans.
6. Collect one completed form from each team for scoring later by you.

Evaluation Criteria: Each team should have completed the following information:

Question

1. a. at least one group listed
2. a. at least two "publics" listed
   b. one method of communication for each "public"
3. a. at least two individuals/groups listed
   b. one method for one of the above
4. a. at least two individuals/groups listed
   b. one method for one of the above

5. a. at least two individuals listed
   b. one method for one of the above
6. one method listed

Step VII - Refining and Renewing

Purpose: To have participants understand Step VII in the model and its importance in the total change effort.

Time: 10 minutes

Instructions:

1. Have participants read the text for Step VII.
2. Discuss the high points with them.
3. Have participants suggest ways they could build this process into a plan for change.
4. Explain that participants will not be doing this step in the workshop but that it is necessary to include it where they are actually working out a change effort in a real-life setting.

Summary

Purpose: To help participants relax and unwind from this very active day. To obtain feedback from them about their reactions to the day. To have them complete the posttest on attitudes. To give them some structure for Module 2 tomorrow.

Time: 15 minutes

Materials: Prepare one copy of the Postassessment form and one copy of the "Feeling Statements" form for each participant.

Instructions:

1. Have participants read the Summary.
2. Answer any questions and discuss any reactions participants may wish to share.
3. Give each participant the Postassessment form to complete. Collect these when participants are finished.
4. Discuss briefly the content of Module 2, explaining that it deals with barriers to change and how to overcome them.
5. Thank participants for coming and tell them the starting time for tomorrow.
6. Then ask them as a final task to complete the "Feeling Statements" forms and deposit them in a designated place. They can put their names on them or complete them anonymously. Completing this form is optional.

Evaluation Criteria: Record the posttest scores in the appropriate column. Subtract the pretest scores from the posttest scores. Place a check in the "+" column for any scores that showed a gain from pre to post. Place a check in the "same" column for any scores of 4 or 5 that remained the same from pre to post. Ignore scores that moved downward or remained the same at 3 or less. Add the two figures and place the total in the last column.

Participants should have scored a total of at least 5 if the module has reached its anticipated outcomes.

Each participant should have listed at least five positive change behaviors at the bottom of the form. Acceptable answers are listed on the sheet on page 72 of this module, plus others that participants themselves identified in the opening activity of the module.

Name _____

MY ATTITUDES TOWARD CHANGE AND MY ROLE AS CHANGE AGENT

Postassessment

1. I feel that there is little anyone can do to help others recognize the need for change.	SA	A	N	D	SD
2. I feel that unless a person holds an administrative position, it is unlikely that she/he can do much to change the program of which she/he is a member.	SA	A	N	D	SD
3. I feel that I understand the process of change.	SA	A	N	D	SD
4. I feel confident that I can help others to bring about change.	SA	A	N	D	SD
5. I feel that including people from diverse groups in a project has great potential for helping it to be successful.	SA	A	N	D	SD
6. I believe that anyone can take leadership in trying to effect change in a system.	SA	A	N	D	SD
7. If I want to make change happen, I feel that it is important to concentrate my efforts mainly on persons with formal authority.	SA	A	N	D	SD
8. Before I meet with my change team, I feel it is wise to have my plan for change well worked out.	SA	A	N	D	SD

As a final activity, please list below at least five behaviors that promote or facilitate change, as they have been made clear to you from this module.

1.

2.

3.

4.

5.

6.

7.

Feeling Statements

Directions: Please complete the following statements. Give your gut-level reaction to any aspect of the session.

I feel

I appreciate

I hope

I want

I learned

I plan to

I wish

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

100

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler